

Please rate your school organization's learning climate.

	1 NEVER	2	3	4 ALWAYS	Response Count
All aspects of the learning environment are set up to encourage active and critical, not passive, learning.	0.0% (0)	66.7% (12)	27.8% (5)	5.6% (1)	18
Learners can take risks in a space where real-world consequences are lowered.	0.0% (0)	52.9% (9)	47.1% (8)	0.0% (0)	17
For a little input, learners get a lot of output.	5.6% (1)	72.2% (13)	16.7% (3)	5.6% (1)	18
For learners of all levels of skill, there are intrinsic rewards from the beginning, customized to each learner's level, effort, and growing mastery and signaling the learner's ongoing achievements.	0.0% (0)	83.3% (15)	11.1% (2)	5.6% (1)	18
Learners get lots and lots of practice in a context where the practice is not boring.	0.0% (0)	61.1% (11)	33.3% (6)	5.6% (1)	18
Learners must, at higher and higher levels, undo their routinized mastery to adapt to new or changing conditions. There are cycles of new learning, automatization, undoing automatization, and new reorganized automatization.	22.2% (4)	50.0% (9)	22.2% (4)	5.6% (1)	18
The learner gets ample opportunity to operate within, but at the outer edge of, his or her resources, so that at these points things are felt as challenging but not 'undoable.'	5.6% (1)	33.3% (6)	55.6% (10)	5.6% (1)	18
Learning is a cycle of probing the world (doing something); reflecting in and on this action and, on this					

basis, forming a hypothesis; reprobing the world to test this hypothesis; and then accepting or rethinking the hypothesis.	5.6% (1)	72.2% (13)	16.7% (3)	5.6% (1)	18
There are multiple ways to be successful. This allows learners to make choices, rely on their own strengths and styles of learning and problem-solving, while also exploring alternative styles.	0.0% (0)	61.1% (11)	27.8% (5)	11.1% (2)	18
Meaning and knowledge are built up through various modalities (images, texts, symbols, interactions, abstract design, sound, etc.), not just words.	0.0% (0)	38.9% (7)	50.0% (9)	11.1% (2)	18
Learning even at its start takes place in a simplified subset of the real domain.	5.6% (1)	38.9% (7)	55.6% (10)	0.0% (0)	18
The learner is given explicit information both on demand and just in time, when the learner needs it or just at the point where the information can best be understood and used in practice.	0.0% (0)	44.4% (8)	55.6% (10)	0.0% (0)	18
Overt telling is kept to a well thought-out minimum, allowing ample opportunity for the learner to experiment and make discoveries.	0.0% (0)	77.8% (14)	16.7% (3)	5.6% (1)	18
The learner is an 'insider,' 'teacher,' and 'producer' (not just a 'consumer') able to customize the learning experience from the beginning and throughout the experience.	5.6% (1)	66.7% (12)	22.2% (4)	5.6% (1)	18
answered question					18
skipped question					0